DOCUMENT RESUME

ED 118 909 CE 006 469

TITLE Career Guidance: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act.
PUB DATE [75]
NOTE 21p.; For related documents, see CE 006 470-472

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Career Choice; Career Education; *Career Planning; *Counselor Training; Course Content; *Curriculum Guides; Evaluation Methods; Guidance Programs; *Inservice Courses; *Inservice Teacher Education; Job Placement; Learning Activities; Occupational Guidance; Program Administration; Resource Guides; School Community Relationship; Teaching Methods; Unit Plan; *Vocational Counseling; Vocational Development
IDENTIFIERS *Career Guidance; Maryland; *Tri County Career Education Project

ABSTRACT

The guide for an inservice course in career guidance is presented in 15 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. Topics covered include: philosphies of work and vocational guidance, vocational guidance need and status, utilization of instruments in vocational appraisal, occupational information material selection and presentation methods, vocational choice theories and implications, vocational development stages (awareness, exploration, and preparation), principles and procedures in job placement and follow up, vocational guidance programs (organization, administration, and evaluation), and administration and evaluation strategies for school and community involvement in vocational guidance programs. Each unit contains a list of objectives, learning activities, evaluation activities, and curriculum materials. (Author/HS)

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Tri-County Career Education Project

Allegany•Garrett•Washington Counties State of Maryland

CAREER GUIDANCE

An In-service
Course Developed Under
Section 211 Of
The Appalachian Regional Development Act

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This in-service course with accompanying resource materials was developed to be utilized by educators. These materials may be used to develop new skills and knowledges or as a means of reviewing previously learned skills and concepts. These learning units may be used together as a course or appropriate units may be selected to be used separately as learning modules.

It is expected that the instructor using these materials will adapt them to accommodate the audience whom he is serving. This means that he must periodically update these materials, supplementing existing resources with new resources which are constantly being developed. He should also feel free to change any part or parts of these units in an effort to achieve objectives which are appropriate for the educators with whom he is working.

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Unit I—Man, Work and Vocational Guidance

Objectives

1.1 Participants will research and discuss some of the philosophical questions regarding work and vocational guidance as it relates to the world of work.

1.2 Participants will demonstrate, either through writing or through class participation, knowledge of the basic components or concepts of several different career development theories.

1.3 Participants will demonstrate the ability to formulate a working model of vocational choice for personal use in counseling.

Learning Activities

1.1 Introductory lecture based on related readings.

Discussion and exploration of:

a. philosophical questions regarding work.

b. why men work and implications of working conditions of the future.

c. what part vocational counseling plays in the world of work.

1.2 Introductory lecture—to include implications of theories for vocational counseling and approaches relative to the construction of career development theories.

Discussion and exploration of:

a. difference between theories of **occupational choice** and career development (45 minutes).

b. how theories of occupational choice and career development relate to "counseling approaches."

c. discussion of different ways of dealing with clients using different theoretical viewpoints; e.g., developmental vs decision-making or stage vs non-stage approaches.

1.3 Have the participants write a paper (not more than 5 pages) comparing at least two career developmental theories to their own personal approach to counseling. Included should be those aspects which make them both agree and disagree with the theories.

Evaluational Activities

1.1 In either written or verbal form, each participant will demonstrate that he/she has formulated a personal definition of work and is aware of its basic functions within a culture.

1.2 Paper or classroom participation relative to the understanding of career development theory.

1.3 Paper juxtaposing career development theories and counseling theories.

Curriculum Materials

1.1 Borow, H. (Ed.) **Guidance For A Modern Age.** Boston: Houghton, Mifflin, 1973.
Lofquist, L. H., and Davis, R. V., **Adjustment to Work: A Psychological View of Man's Problem in a Work-Oriented Society.** New York: Appleton-Century-Crofts, 1969. (First four chapters).

1.2 Osipow, S. H., **Theories of Career Development.** New York: Appleton-Century-Crofts, 1968.

1.3 Zaccaria, J. S., **Theories of Occupational Choice and Vocational Development.** Boston: Houghton-Mifflin, 1970.

Supplemental Materials

Crites, J. O. **Vocational Psychology.** New York: McGraw Hill, 1969.
Ginzburg, Eli and Associates, **Occupational Choice.** Columbia Press, 1966.
Isaacson L. E., **Career Information In Counseling and Teaching.** Boston: Allyn and Bacon, Inc., 1971.

Unit II—Vocational Guidance Need and Status

Objectives

2.1 Participants will be able to list the reasons why vocational guidance is needed in contemporary society.

2.2 Participants will be able to trace the development of vocational guidance in the United States.

2.3 Participants will be able to discuss the status and probable future direction of vocational guidance.

Learning Activities

2.1 Have students read and discuss Miller and Wrenn.

2.2 Have students read and discuss Borow.

2.3 Have students examine recent issues of the **Vocational Guidance Quarterly.**

Evaluation Activities

2.1 Instructor prepares essay questions pertinent to the objective of this unit.

2.2 Same as 2.1.

2.3 Same as 2.1.

Curriculum Materials

2.1 Miller, C. H., "Vocational Guidance in the Perspective of Cultural Change" in Borow, H. (Ed.) **Man in a World of Work.** Boston: Houghton-Mifflin, 1964. Pp. 3-23.
Wrenn, C. G., "Human Values and Work in American Life," in Borow. **Op. cit.** Pp. 24-44.

2.2 Borow, H., "Milestones: a Chronology of Notable Events in the History of Vocational Guidance," in Borow, **Op. cit.** Pp. 45-66.

2.3 Last 10 issues of **Vocational Guidance Quarterly.** Published by National Guidance Association, Washington, D. C.

Unit III—Vocational Appraisal: Instruments and Utilization

Objectives

3.1 Participations will list and discuss uses and limitations of vocational interest inventories for application in school guidance programs.

3.2 Participants will self-administer a vocational interest inventory.

3.3 Participants will demonstrate test administration and interpretation techniques.

3.4 Having taken an interest inventory, participants will be able to link interests to occupational information.

Learning Activities

3.1 Lecture which introduces the notion of vocational interest and details its relationship and role in the career development and choice processes.

—Present and describe several vocational inventories (i.e., Kuder, Strong, etc.)

—Allow participants to explore the basic conceptualizations and contents of the inventories discussed in class. The OVIS **should not be included** in these materials.

3.2 Make arrangements so that the participants will have an opportunity to self-administer the **Ohio Vocational Interest Inventory** (OVIS). This should be done prior to Unit I.

3.3 Demonstrate, to the participants, various test administration and interpretation techniques. Interpretation can be presented by interpreting the results received by the participants when they self-administered the OVIS.

3.4 Allow the participants to explore their OVIS results via the occupational information found in the **Dictionary of Occupational Titles, Volume II.**

Evaluation Activities

3.1 Participants will be able to list the basic weaknesses of three interest inventories.

3.2 Students will hand in, for scoring purposes, a complete OVIS answer document.

3.3 Under simulated conditions (in small groups), each participant will demonstrate appropriate methodologies relative to test administration and iterpretation.

3.4 Participants will, through utilization of the DOT, demonstrate their understanding of the basic composition of an OVIS scale (i.e., they will explore the Worker Trait Groups which comprise a specific scale).

Curriculum Materials

3.1 Buros, O. K., **The Seventh Mental Measurements Yearbook.** Highland Park, New Jersey: The Gryphon Press, 1972.
Journal of Counseling Psychology, Vol. 14, No. 2, 1970. An article by Rothney, reviews the SVIB and the **Minnesota Vocational Interest Inventory.** In addition to the Rothney review, the rejoinder by Campbell should also be read.

3.2 **Ohio Vocational Interest Survey: Manual for Interpretation.** New York: Harcourt, Brace, Jovanovich, Inc., 1970.

3.3 Cronbach, L., **Essentials of Psychological Testing:** New York: Harper and Row, Inc., 1970.
Goldman, L., **Using Tests in Counseling.** New York: Appleton-Century-Crofts, 1971.

3.4 **Dictionary of Occupational Titles: Occupational Classification, Vol. II.** Washington, D. C.; U. S. Government Printing Office, 1965.
OVIS Guide to Career Exploration. New York: Harcourt, Brace, Jovanovich, 1971.

Supplemental Materials

Crites, J. O., **Vocational Psychology.** New York: McGraw Hill, 1969.

D'Costa, A. G., "OVIS—A Nonpredicting Device," **Measurement and Evaluation in Guidance,** 5, 1972.

Prediger, D. J., "Data—Information Conversion in Test Interpretation," **Journal of Counseling Psychology,** 18, 1971.

Prediger, D. J., "Tests and Developmental Career Guidance: The Untried Relationship," **Measurement and Evaluation In Guidance,** 5, 1972.

Unit IV—Vocational Appraisal: Instruments and Utilization

Objectives

4.1 Participants will list and discuss uses and limitations of representative aptitude test batteries.

4.2 Participants will investigate and discuss the valdity of aptitude test batteries.

4.3 Participants will demonstrate different approaches for helping counselees in the utilization of test information.

4.4 Participants will discuss and analyze the relationship between aptitudes and interest in the career choice process.

Learning Activities

4.1 Present a brief lecture on the notion of aptitude. Formulate a definition and discuss its linkage to the concept of achievement.
—Present and describe several aptitude batteries (e.g., Differential Test Battery (DAT) and the General Aptitude Test Battery (GATB).
—Allow participants to explore materials related to those instruments presented in class.

4.2 Present a brief lecture on the potential of the DAT and GATB as educational and occupational predictors.

4.3 Present a brief presentation on how to read and interpret profile data generated from aptitude test batteries.
—Discuss the relationship of the GATB to the occupational information listed in Volume II of the **DOT.**
—Discuss client-centered counseling vs fact-centered counseling as possible approaches in the utilization of test information.

4.4 Present a brief lecture, drawing greatly from the literature, amplifying the fact that aptitudes and interests can be considered as relatively independent behaviors.

Evaluation Activities

4.1 Participants, in writing, will develop their own definition of aptitude.
Participants will list the aptitudes measured by the DAT and the GATB.

4.2 Participants will list two areas of differentiation which should be analyzed in the investigation of aptitude batteries (occupational vs educational prediction).

4.3 Participants (in small groups) should be given as aptitude profile and asked to demonstrate two different approaches which can be used in assisting counselees in the utilization of aptitude test data.

Evaluation Activities (continued)

4.4 Participants should be asked to articulate the fact that the combining of aptitude and interest measures generally yields low correlations.

Curriculum Materials

4.1 Crites, J. O., **Vocational Psychology.** New York: McGraw-Hill, 1970.
Cronbach, L. J., **Essentials of Psychological Testing.** New York: Harper and Row, 1970.
DAT Development Manual. New York: The Psychological Corporation.
GATB Development Manual. Washington, D. C.: Superintendent of Documents, 1970.

4.2 Same as 4.1.

4.3 Bordin, E. S., Test selection, interpretation, illustrations, and problems. In **Psychological Counseling,** 2nd ed., New York: Appleton-Century-Crofts, 1968.
Same as 4.1.

4.4 Super, D. E. and Crites, J. O., **Appraising Vocational Fitness.** (Rev. ed.) New York: Harper
1. Buros, O. K., **The Seventh Mental Measurement Yearbook.** Highland Park, New Jersey: The Gryphan Press, 1972.
2. Sharf, R., "Relative Importance of Interest and Ability in Vocational Decision-Making." **Journal of Counseling Psychology,** 17, 1970.

Unit V—Occupational Information Material Selection

Objectives

5.1 The participants will list criteria for the selection and evaluation of occupational information.

5.2 The participants will be able to select an occupational classification system which would be applicable to the school environment in which they work.

5.3 The participants will demonstrate adequate knowledge of sources of educational and occupational information materials for:

a. free of inexpensive occupational literature.

and Row, 1962.

Supplemental Materials

b. training institutions.

c. apprenticeship programs.

d. Federal and State agencies which can provide consultants as potential resources.

5.4 The participant will be able to describe a method for the development, collection and utilization of local sources of occupational information.

Learning Activities

5.1 Lecture presenting an overview of the unit and the presentation of evaluative criteria to the selection of occupational information.

—Participants will be presented with "good" and "bad" occupational information and will be asked to evaluate the materials.

5.2 Lecture presentation covering classification systems that are practical for use in schools.

—Participants will describe, in writing, a plan for a filing system which would be appropriate for their school setting.

5.3 The participants will prepare a file. On each sheet, within the file, will be the title of the source of information, a list of available materials, and a brief resume of what is included on each.

—The instructor should plan to make a master list of these files and disseminate them at the end of the unit.

5.4 Lecture and discussion of ways to develop and use local sources of occupational information.

—Participants will construct survey instruments to be used for the following:

a. local job opportunities.

b. educational institutions.

—Participants will devise a plan to implement the survey instrument.

—Participants will organize data obtained from the survey instrument.

Evaluation Activities

5.1 Participants will juxtapose their evaluations to a set of established criterie already presented via the opening lecture.

5.2 Participants will submit, in writing, an occupational filing system which can be applied to their school setting.

5.3 Participants will submit written files on various sources of occupational information.

5.4 Participants will construct local survey instruments.

—Participants will present a plan for the implementation of survey instruments.

—Participants will present a report on the data collected as a result of the survey instrument.

Curriculum Materials

5.1 Baer, M. F. and Roeber, E. C., **Occupational Information,** (3rd ed.). Chicago: Science Research Associates, 1964.

Hoppock, R., **Occupational Information.** New York: McGraw-Hill, 1967.

Isaacson, L. E., **Career Information in Counseling and Teaching.** Boston: Allyn and Bacon, 1971.

5.2 Norris, W., Seran, F. R. Hatch, R. N. and Engelkes, J. R., **The Information Service in Guidance.** Chicago: Rand, McNally & Co. 1972.

—Same as 5.1.

5.3 Willingham, W. W., Ferrin, R. I. and Begle, E. P., **Career Guidance in Secondary Education.** New York: College Entrance Examination Board, 1972.

—Same as 5.2.

5.4 Same as 5.2.

Supplemental Materials

Hollis, J. W. and Hollis, L. U., **Personalizing the Information Process.** New York: Macmillan, 1969.

NVGA Bibliography of Current Career Information. Washington, D. C. APGA, 1969.

Sinick, D., Gorman, W. E., and Hoppock, R. Research on the Teaching of Occupations 1965-1970. **Vocational Guidance Quarterly,** 20. 1971.

Unit VI—Occupational Information Presentation Methods

Objectives

6.1 Participants will demonstrate, in writing, knowledge and understanding of the **Dictionary of Occupational Titles (DOT), Volume I.**

6.2 Participants will demonstrate, in writing, knowledge and understanding of the **DOT Volume II.**

6.3 Participants will demonstrate, in writing, knowledge and understanding of how to utilize occupational information, contained in the **DOT**, in a development guidance program.

Learning Activities

6.1 Present a brief lecture on the background and development of the **DOT.**

—Present a detailed orientation relative to the occupational information contained in the **DOT Volume I.** This should include an explanation of at least the following dimensions.

a. titles and laternate titles,
b. industry designations,
c. the job definitions (i.e., statement of **what** is done, **how** it is **done,** and **why** it is done).

—Participants should have copies of the **DOT** and should be given an opportunity to do a practcal exercise after the presentation of each dimension has been presented.

6.2 Present a detailed orientation relative to the occupational information contained in the **DOT Volume II.** This should include an explanation of at least the following dimensions:

a. the occupational classification code (six digits),
b. the Occupational Group Arrangement (OGA)—the first three digits.
c. the Worker Traits Arrangement (WTA)—the last three digits,
d. the Qualifications Profile (Qp).

—Participants should have copies of the **DOT** and should be given an opportunity to do a practical exercise after the presentation of each dimension.

—Present a review of the Worker Trait Arrangement classification system.

6.3 Present a lecture on ways of integrating the **DOT** occupational information into a developmental guidance program. This should include:

a. a basic rationale for the utilization of the **DOT** as a base for delivering career information in school settings,
b. a model for sequencing the information longitudinally, K-12.

—Participants should be given an opportunity to do a practical exercise using the model presented.

Evaluational Activities

6.1 Participants, in writing, will conduct occupational search procedures related to learning about the **DOT, Volume I.**

6.2 Participants, in writing, will conduct occupational search procedures related to learning about the **DOT, Volume II.**

—Participants will develop a master list of terms, concepts, and publications essential to utilization of the **DOT.**

6.3 Participants will conduct occupational search procedures related to the model presented.

Curriculum Materials

6.1 **A Supplement To The Dictionary of Occupational Titles: Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time).** Washington, D. C.: Superintendent of Documents, 1965.

Durgin, R. W., **An Introduction To The Dictionary of Occupational Titles—A Training Manual** (unpublished). Columbus, Ohio: Ohio Department of Education, Division of Guidance and Testing, 1973.

Dictionary of Occupatonal Titles: Definitions of Titles, Volume I (third edition). Washington, D. C.: Superintendent of Documents, 1965

Dictionary of Occupational Titles: Occupational Classification, Volume II. Washington, D. C.: Superintendent of Documents, 1965.

Training Manual For The Dictionary of Occupational Titles: Part B — Trainee's Workbook. Washington, D. C.: Superintendent of Documents, 1965.

6.2 Same as 6.1

6.3 Adams, W. W., "Career Information System For The Comprehensive Career Education Model." Paper presented at the Six Annual National Teacher Education Seminar. Columbus, Ohio: The Center For Vocational and Technical Education, The Ohio State University, 1962.

—Same as 6.1

Unit VII—Occupational Information Presentation Methods

Objectives

7.1 Participants will demonstrate adequate knowledge of the career decision-making process.

7.2 Participants will demonstrate the ability to integrate counseling services with information services.

Learning Activities

7.1 Introduction of unit
—Discussion of career counseling as a decision-making process
—Comparison of a decision-making model with the theoretical approaches previously discussed
—Consideration of theories of vocational motivation as they relate to decision-making processes
—Given appropriate reference materials, participants will write, in specific terms, the career decision-making process.

7.2 Lecture—introduction to the use of triads and role-playing. This should include:
a. techniues to be used,
b. expected process,
c. goals of the experience.
—Implementation of the triad role-playing procedure. The general format for this activity is as follows:
a. Randomly divide participants into groups of three.
b. Members of each group will assume the roles of counselor, client, observer.
c. After each exercise the roles will be switched.
d. Success of exercise will depend on the client role-player.
e. Client-role player will select one problem from a list of problems and present it to the counselor-role player.
f. The observer is to rate the interaction he observes on the basis of a career development model which uses a decision-making approach to arrive at solutions.
g. All materials, needed by the counselor, should be available.
h. The following is a beginning list of potential problems:
(1) What are the general aptitudes and abilities needed to be a landscape architect?
(2) How much training is needed to become a cosmetologist?
(3) Where can I get training to be a diesel mechanic?
(4) I have an IQ of 130 and my dad wants me to go to Harvard and then go into business with him. That really turns me off. I like to draw and think I could make a good living doing it. I would like some information on artist type jobs so that I can convince my dad that there are other things that I am interested in.
(5) My interest and aptitude tests show I'm best a math; but I don't think I would like working with numbers all my life. I like people too. I'm afraid I'll make the wrong decision. What should I do?

Evaluational Activities

7.1 Participants, in writing, will document the career decision-making process.

7.2 An "Observer's Checklist" should be developed and utilized as the evaluative criteria for the participants' behavior in the triad experience. The instrument should include information such as the following:
a. understanding of the client's problem,
b. communication techniques with the client,
c. appropriate selection of resource materials,
d. appropriate use of resource materials,
e. procedures for giving information to client,
f. client use of information,
g. recommendations relative to the counselor role-players' strength and weaknesses in terms of the exercise.

Curriculum Materials

7.1 Biggers, J. L., "The Usese of Information in Vocational Decision-Making," **Vocational Guidance Quarterly,** Vol. 19, 1971.
Crites, J. O., **Vocational Psychology**. New York: McGraw-Hill, 1969.
Hoppack, R., **Occupational Information.** New York: McGraw-Hill, 1967.
Magoon, T. M., "Developing Skills For Solving Vocational and Educational Problems." In Krumboltz, J. D. and Thoresen, C. E. (Eds.) **Behavioral Counseling: Cases and Techniques.** New York: Holt, Rinehart and Winston, 1969.
Norris, W., Zeran, F. R., Hatch, R. N. and Englekes, J. R., **The Information Service in Guidance.** Chicago: Rand, McNally and Company, 1972.

7.2 Anderson, D. G., and Binne, A. A., "Effects of a Group Vocational Guidance Class with Community College Students," **Vocational Guidance Quarterly,** 20, 1971.
Gaymer, R., "Career Counseling—Teaching the Art of Career Planning," **Vocational Guidance Quarterly,** 21, 1972.
Graff, R. W., Danish, S., and Austin, B., "Reactions to Three Kinds of Vocational-Educational Counseling," **Journal of Counseling Psychology,** 19, 1972.
Healy, C. C., "Furthering Career Education Through Counseling," **The Personnel and Guidance Journal,** 52, 1974.
Housley, W. F., "Vocational Decision Making: A Function of Rejecting Attitudes." **Vocational Guidance Quarterly,** 21, 1973.

Curriculum Materials (continued)

Supplemental Materials

Bloomfield, M., **The Vocational Guidance of Youth.** New York: Anna Press, 1969.
Holland, J. L., **The Psychology of Vocational Choice.** Blaisdell Publshing Company, 1966.
Johnson, R. H. and Myrick, R. D. "MOLD — A New Approach To Vocational Decision-Making," **Vocational Guidance Quarterly,** 21, 1972.
Kuehn, J. "Group Counseling With Undecided College Students," **Vocational Guidance Quarterly,** 22, 1974.
Samler, J. "Vocational Counseling: a pattern and a projection, **"Vocational Guidance Quarterly,** 17, 1968.
Sprague, D. G. and Strong, D. J., "Vocational Choice Group Counseling," **Journal of College Student Personnel,** 11, 1970.

Unit VIII Vocational Choice Theories and Implications

Objectives

8.1 Participants will be able to list necessary components of a theory of vocational development.

8.2 Participants will be able to distinguish between any two theories of vocational development.

Learning Activities

8.1 Have students read and discuss Ginzberg, Super, and Tiedeman.

8.2 Have students read and discuss Holland and Hoppock.

Evaluational Activities

8.1 Participants, in writing, will identify the basic components of a vocational development theory.

8.2 Participants, in writing, will compare and contrast significant characteristics of two major theories of vocational development.

Curriculum Materials

8.1 Ginzberg, E., "Toward a Theory of Occupational Choice," **Personnel and Guidance Journal,** 30 (April, 1952), 491-94.

Super, D. E., "A Theory of Vocational Development," **American Psychologist,** 8 (May, 1953), 185-190.

Tiedeman, D. E., "Decision and Vocational Development: A Paradigm and Its Implications," **Personnel and Guidance Journal,** 40 (Sept. 1961), 15-20.

8.2 Holland, J. L., "A Theory of Vocational Choice," **Journal of Counseling Psychology,** 6 (Spring 1959), 35-45.

Hoppock, R., "A Composite Theory of Vocational Choice," **Occupational Information.** New York: McGraw-Hill, 1963.

Supplemental Materials

Whiteley, J. M., and Resnikoff, A. (eds.), **Perspective on Vocational Development.** Washington, D. C. American Personnel and Guidance Association, 1972.

Unit IX Vocational Development Stages (Awareness, Exploration, Preparation)

Objectives

9.1 The participants will be able to list the characteristics of vocational development among elementary school children.

9.2 Participants will be able to list the characteristics of vocational development among middle or junior high school children.

9.3 Participants will be able to list the characteristics of vocational development among high school students.

Learning Activities

9.1 Have students read and discuss Van Hoose and Leonard.

9.2 Have students read and discuss Powell and Bloom.

9.3 Same as 9.2.

Evaluational Activities

9.1 Have students respond to essay questions or prepare papers directly related to the objectives.

9.2 Same as 9.1.

9.3 Same as 9.1.

Curriculum Materials

9.1 Van Hoose, W. H., and Leonard, G. E., "Vocational Guidance in the Elementary School," **Guidance Journal,** 5 (Fall) 1966), 61-64.

9.2 Powell, M., and Bloom, V., "Development of and Reasons for Vocational Choices of Adolescents Through High School Years," **Journal of Educational Research,** 56 (November, 1962), 126-133.

9.3 Same as 9.2.

Supplemental Materials

Ohio's Career Continuum. Columbus: Ohio Department of Education, 1973.

—Have students participate in life-line exercises by using PACE materials.

Unit X—Vocational Development Stages (Awareness, Exploration, Preparation)

Objectives

10.1 Participants will be able to list the charasteristics of vocational development among college students.

10.2 Participants will be able to list the characteristics of vocational development among adults.

Learning Activities

10.1 Have students read and discuss Berger.

10.2 Have students read and discuss Maltzer.

—Have students prepare a statement of their personal career development.

Evaluation Activities

Instructor assigns essay questions or papers directly related to the objectives of the unit.

Curriculum Materials

10.1 Berger, E. M., "Vocational Development Among College Students," **Personnel and Guidance Journal,** 45 (May, 1967), 888-894.

10.2 Maltzer, H., "Attitudes of Workers Before and After Age 40," **Geriatrics,** 20 May, 1965), 425-432.

Unit XI—Job Placement: Principles and Procedures

Objectives

11.1 Participants will become knowledgeable about the types of placement which are available.

11.2 Participants will, in writing, be able to list the work entry problems of youth.

11.3 Participants will become knowledgeable of and, in writing, will be able to document specific techniques for helping individuals cope with work entry problems.

11.4 Participants will be able to list the basic components of a job placement program.

11.5 Participants will be able to identify at least four model job placement programs which are currently operating in the country.

Learning Activities

11.1 A brief lecture (orientation) on the four types of placement conducted by counselors (i.e., job placement, educational placement, in-school placement, and referral placement).

11.2 Present a lecture on the basic "on the job performance problem" usually encountered by individuals seeking employment. Examples of topics to be included in this list are as follows:

a. work habits
b. responsibility, maturity
c. communication
d. supervisory adjustment
e. automation
f. alienation

—Encourage discussion and interaction relative to this discussion.

11.3 Present a lecture which identifies basic techniques which can be utilized in programs which deal with acquisition skills relative to work entry problems. Techniques identified should include at least the following:

a. A-V techniques
b. programmed and computerized instruction
c. conferences and group discussion
d. modeling
e. gaming
f. role playing
g. case study
h. simulation
i. in-basket technique

—Participants should be encouraged to discuss these; and, then, in writing, make a list of possible techniques which can be used.

Learning Activities (continued)

11.4 Present a lecture on the basic components of a job placement program. This should encompass at least the following:

a. job searching
b. job application
c. test taking
d. job interviewing
e. job assessment
f. job performance
g. employee relations
h. company and union policies.
i. follow-up

—Participants should, in writing, develop a flowchart which identifies and sequences the basic components of a job placement program.

11.5 Present a lecture which identifies "model" placement programs around the country.

—Participants will formulate a list of at least four job placement program contacts.

Evaluational Activities

11.1 Participants should be able to, verbally, express and differentiate between the four types of placement conducted by counselors.

11.2 Participants, in writing, will generate a list of the work entry problems of youth.

11.3 Participants, in writing, will generate a list of specific techniques which can be utilized in asssting individuals cope with work entry problems.

11.4 Participants, in writing, will develop a flowchart which identifies and properly sequences the basic components of a job placement program.

11.5 Participants will compile a list of at least four contacts, from around the country, for assistance in the development and implementation of job placement programs.

Curriculum Materials

11.1 Hoppock, R., **Occupational Information.** New York: McGraw Hill, 1973.

Isaacson, L. E., **Career Information in Counseling and Teaching.** Boston: Allyn and Bacon, 1973.

Norris, W., Zeram, F. R., Hatch, R. N. and Engelkes, J. R., **The Information Service in Guidance.** Chicago: Rand McNally and Company, 1972.

11.2 Haccoun, R. R. and Campbell, R. E., **Work Entry Problems of Youth: A Literature Review.** Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1972.

Garbin, A.P., Salomone, J. J., Jackson, D. P. and Ballweg, J. A., **Worker Adjustment Problems of Youth in Transition from High School to Work.** Columbus, Ohio: The Center for Vocational Technical Education, The Ohio State University, 1970.

Curriculum Materials (continued)

11.3 Haccoun, R. R. and Campbell, R. E., **Training Methods and Intervention Strategies Relevant for Work Eentry Problems of Youth.** Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1972.

11.4 Banta, T. W., "Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook, **PREP.** Washington, D. C.: Office of Education, 1970.

Mihalko, J. A., **Job Hunting Course.** Columbus, Ohio: College of Education, 1972. (To be published by NVGA as part of their "How to . . ." series).

Osborn, W. C., and others, **An Instructional Program for Employability Orientation.** Alexandria, Virginia: Human Resources Research Organization, 1972.

Wasil, R. A., **Model for Implementation of a School Placement Project.** Akron, Ohio: Akron and Summit County Public Schools, 1974.

11.5 Buckingham, L. (Miss)
Coordinator of Placement
Baltimore City Schools
Baltimore, Maryland

(A description of this program can be found in: Gysbers, N. C., **Career Guidance: Past, Present, Future.** Columbus, Ohio: Merrill Publishing Company, 1972).

—Dyer, F. J., Project Specialist, Jefferson County Public Schools, 809 Quail Street, Lakewood, Colorado, 80215.

—McBride, C. A., The Cleveland Job Development Service, Quincy-Woorhill Center, 10600 Quincy Avenue, Cleveland, Ohio.

—McLenden, B. L., Coordinator, Occupational Placement Center, 1205 Holman Street, Houston, Texas 77004. (A recent description of this program is available in **The American Vocational Journal,** April 1972).

Supplemental Materials

Falnnagan, J., "What Ever Happened to Job Placement," **Vocational Guidance Quarterly,** March 1974.

Solomore, P. R., "A Client-Centered Approach to Job Placement," **Vocational Guidance Quarterly,** June 1971.

Unit XII—Follow-up: Principles and Procedures

Objectives

12.1 Participants, in oral discussion, will be able to list how follow-up data can be linked to information gained through surveys of area employment and labor force needs.

12.2 Given a set of follow-up data, participants will be able to discuss and list the meaning of the results and indicate uses to which the findings could be put.

12.3 Participants will demonstrate the ability to follow-up educational and vocational decisions at appropriate intervals.

Learning Activities

12.1 Discussion on the types of survey data which would assist counselors in working with students.
—Presentation of techniques of data collection applicable to school settings.

12.2 Orientation describing follow-up studies. Consideration should be given to the usefulness of such studies and their place in initiating change in school programs, curriculum and instructional materials.
—Given a set of sample follow-up data, participants should develop a list of implications which the information may have provided.

12.3 Using reference materials, participants should develop a written plan for follow-up procedures. The plan should list the basic steps that will be needed and the people involved in carrying out the plan.

Evaluation Activities

12.1 Verbal indication, from participants, that they understand the various types of survey data and the techniques which can be applied to collect it.

12.2 A written list of implications which a sample set of follow-up data may contain.

12.3 A written plan documenting the basic procedures essential to conducting follow-up studies.

Curriculum Materials

12.1 Hoppock, R., **Occupational Information.** New York: McGraw-Hill, 1967.
Hutson, P. W., **The Guidance Function in Education** (2nd ed.). New York: Appleton-Century-Crofts, 1968.
Isaacson, L. E., **Career Information In Counseling and Teaching.** Boston: Allyn and Bacon, 1971.
Norris, W., Zeran, F. R., Hatch, R. N. and Englekes, J. R., **The Information Service in Guidance.** Chicago: Rand, McNally and Company, 1972.

12.2 Same as 12.1.

12.3 Same as 12.1.

Curriculum Materials (continued)

Supplemental Materials

Berg, I., **Education and Jobs: The Great Training Robbery.** New York: Praeger, 1970.
Mosteller, F., and Moynihan, D. P. (Eds.), **On Equality of Educational Opportunity: Papers deriving from the Harvard University faculty seminar on the Coleman Report.** New York: Random House, 1972.

Unit XIII—Vocational Guidance Program: Organization, Administration and Evaluation

Objectives

13.1 Participants will be able to list the demographic characteristics of the students and community to be served by the vocational guidance program.

13.2 Participants will be able to prepare a list of objectives for the vocational guidance program that are clearly relevant to the demographic factors of the students and community to be served.

13.3 Participants will be able to develop role and function statements for all of the personnel who are to be involved in the administration and maintenance of the vocational guidance program.

Learning Activities

13.1 Have each student prepare a demographic statement of the school or agency setting in which he is working or in which he plans to work.

13.2 Have students prepare a list of behavioralobje ctives for a vocational guidance program in a school in which they have worked or plan to work. Then have students look at the work of other students for purposes of making recommendations for improvement of the stated objectives.

13.3 Have students develop in groups lists of responsibilities in vocational guidance programs for principals, counselors, and teachers, as well as other interested members of the community.

Evaluational Activities

13.1 Instructor evaluates work products and makes suggestions for improvement. Students then revise work products until they are satisfactory to the instructor.

13.2 Same as 13.1.

13.3 Same as 13.1

Curriculum Materials

13.1 Report of the U. S. Census; materials provided by the Chamber of Commerce; materials prepared for presentation to school systems on census data.

13.2 Gronlund, Norman E., **Stating Behavior Objectives for Classroom Instruction.** London: Collier-Macmillan Limited, 1970.

13.3 Phillips, W., "Guidance Services: Range and Scope." **The High School Journal,** 1971, 54, 243-250.

Unit XIV--Vocational Guidance Programs: Organization, Administration and Evaluation

Objectives

14.1 Participants will be able to develop a procedure for conducting a follow-up study of clientele served by the vocational guidance program.

14.2 Participants will be able to develop a scheme for product evaluation of the vocational guidance program.

14.3 Participants will be able to develop a scheme for process evaluation of the vocational guidance program.

Learning Activities

14.1 Have students read Ryan and Zeran for methods and examples of follow-up studies of guidance programs. Then have students plan a follow-up survey for the school in which they are employed or plan to be employed.

14.2 Have students prepare a list of things in a guidance program they may wish to evaluate and then have them determine means of evaluating these items. (Items evaluated should be closely related to the objectives stated in Unit XIII).

14.3 Have students prepare a list of processes in the guidance program they should evaluate and come up with strategies for evaluating these processes.

Evaluation Activities

14.1 Have instructor evaluate work products and make suggestions for improvements. Students revise work products to the satisfaction of the instructor.

14.2 Same as 14.1.

14.3 Same as 14.1.

Curriculum Materials

14.1 Ryan, A. and Zeran, F., **Organization and Administration of Guidance Services.** Scranton: Interstate, 1973. Chapter 7.

14.2 Ryan and Zeran. **Op. Cit.** Chapter 10.

14.3 **Ibid.**

Unit XV—Strategies for School and Community Involvement in Vocational Guidance Programs

Objectives

15.1 Participants will understand the objectives of community relationships.

15.2 Participants will be able to identify the "critical target publics" involved in community resource development.

15.3 Participants will demonstrate the ability to integrate the community in the implementation of career guidance services.

15.4 Participants will demonstrate the ability to plan and finalize visits to appropriate business and industrial settings, educational institutions, and job placement settings.

Learning Activities

15.1 Orientation identifying the major objectives of involving the community as part of the career guidance program.

15.2 Presentation identifying the major "target populations"to be included in community resource development.

15.3 Present a lecture on methods of assessing potential community contributions.

—Have participants design a survey to assess the community's potential contribution to career guidance.

—Have the participants develop, in writing, a plan describing how to work with community personnel in implementing career guidance programs.

15.4 Using reference materials provided by the instructor, have participants, in writing, describe the necessary steps involved in planning a hypothetical field trip to a business and industrial setting.

—Using appropriate reference materials, have participants describe, in writing, the necessary steps involved in planning a field trip to educational institutions.

—Using appropriate reference materials, have participants describe ,in writing, the necessary steps involved in planning a trip to a job placement agency.

Evaluational Activities

15.1 Participants, through oral discussion, should be able to identify the basic objectives for utilization of community resources in program development.

15.2 Participants, through oral discussion, will be able to identify what segments of the community are the "critical targets" for program development.

15.3 Participants will design a community assessment survey.

—Participants will construct, in writing, a plan for community utilization relative to program development.

Evaluation Activities (continued)

15.4 Participants, in writing, will develop a plan for the conduction of field trips in business and industrial settings, educational settings, and job placement settings.

Curriculum Materials

15.1 Brown, D. and Srebalus, D., **Contemporary Guidance Concepts and Practices.** Dubuque, Iowa: W. C. Brown Publishing Company, 1972.

—Weishan, R. J., "Involving the Total Community in the Delivery of Career Education,"paper presented at the American Vocational Association Convention, Chicago, Illinois, 1972. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University.

15.2 Same as 15.1.

15.3 Blanchard, H. and Flaum, **Guidance: A Longitudinal Approach.** Minneapolis: Burgess Publishing Company, 1968.

Brown, D. and Srevalus, D., same reference as above.

Hanson, L., **Career Guidance Practices in School and Community.** Washington, D. C.: National Vocational Guidance Association, 1970.

Herr, E. L., and Cramer, S. H., **Vocational Guidance and Career Development in Schools: Toward a Systems Approach.** Boston: Houghton-Mifflin, 1972.

Hoppock, R., **Occupational Information,** New York: McGraw-Hill, 1967.